



## Brunson-Dargan Elementary

400 Wells Street

Darlington, South Carolina

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	295 Students	
<b>Principal</b>	Ada O. Harper	843-398-2533
<b>Superintendent</b>	Dr. Rainey H. Knight	843-398-5200
<b>Board Chair</b>	Connell Delaine	843-332-2852

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Average</b>
2008	At-Risk	Below Average
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

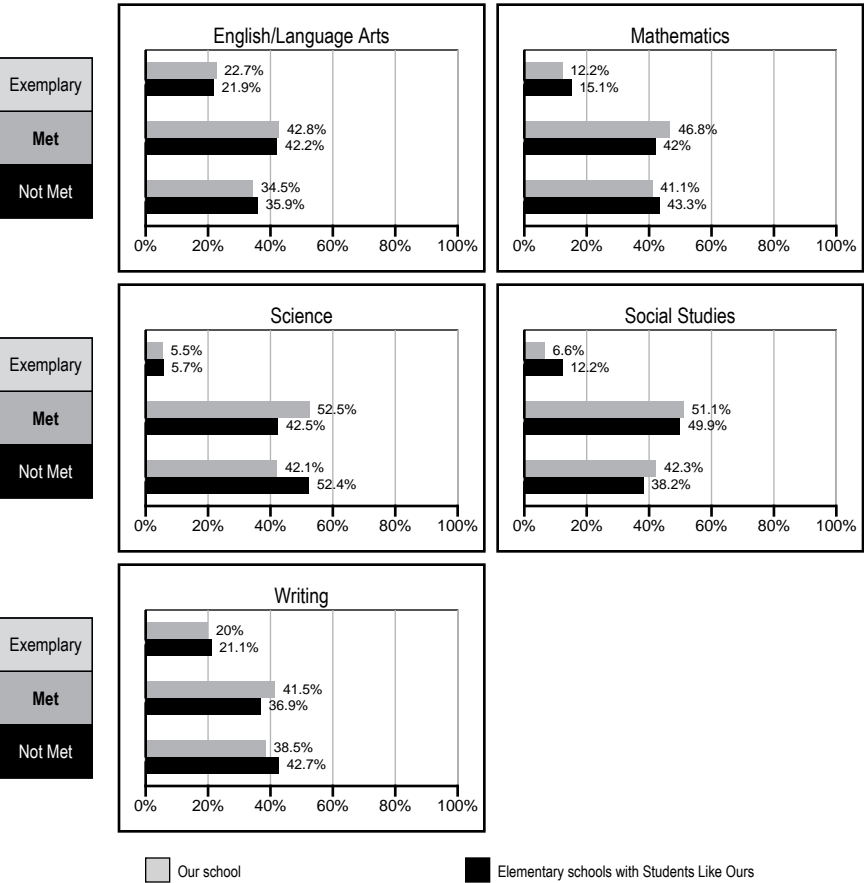
97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	3	65	62	32

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=295)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 4.6%	2.4%	1.9%
Attendance rate	95.3%	Down from 95.8%	96.0%	96.3%
Eligible for gifted and talented	1.3%	Down from 1.5%	3.1%	10.0%
With disabilities other than speech	20.5%	Up from 18.7%	7.5%	7.7%
Older than usual for grade	2.7%	Up from 0.8%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=22)</b>				
Teachers with advanced degrees	63.6%	Up from 31.8%	57.1%	59.4%
Continuing contract teachers	72.7%	Up from 45.5%	71.6%	80.0%
Teachers with emergency or provisional certificates	4.8%	Down from 5.9%	0.0%	0.0%
Teachers returning from previous year	72.0%	Up from 69.4%	81.7%	85.9%
Teacher attendance rate	96.4%	Up from 92.9%	95.2%	95.1%
Average teacher salary*	\$46,283	Up 2.7%	\$45,790	\$47,149
Professional development days/teacher	12.1 days	Down from 18.5 days	10.7 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	23.5 to 1	Up from 17.9 to 1	16.7 to 1	18.8 to 1
Prime instructional time	90.9%	Up from 86.2%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	59.5%	Down from 98.0%	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$8,807	Up 4.0%	\$8,668	\$7,458
Percent of expenditures for instruction**	61.4%	Down from 64.0%	68.3%	68.8%
Percent of expenditures for teacher salaries**	58.5%	Down from 60.2%	61.9%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Brunson-Dargan Elementary School is committed to enabling students to achieve the highest possible level of academic success. Our mission is to enhance the overall growth of children in an atmosphere of excellence. Our student population consists of 304 students in grades three through five.

Brunson-Dargan utilizes an integrated, standards-based curriculum that incorporates technology to engage students through internet resources, Promethean Boards, and United Streaming videos. The continuation of the Teacher Advancement Program (TAP) during the 2009-2010 school year provided teachers with weekly professional development in research-based instructional strategies facilitated by master teachers. We continued the use of the Balanced Literacy Model and SuccessMaker (computer assisted instruction in Math and Reading). Data from the Palmetto Achievement Challenge Test (PACT), district benchmark tests, the SuccessMaker computer lab, TAP pre and post tests, and Measures of Academic Progress (MAP) assessments were also utilized to plan for and implement instructional programs. Brunson-Dargan implemented small group instruction at all three grade levels, based on the data to assist students in the identified areas of weakness and to continue the rigor in areas identified as strengths. In addition, the instructional staff at Brunson-Dargan provided after-school academic assistance.

The faculty and staff of Brunson-Dargan Elementary School remain focused on data analysis and providing standards-driven instruction for our most valuable resources, our children. We remain committed to providing a nurturing learning environment "Where Dreams Become Reality."

Meredith Taylor, Principal  
Deborah White, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	66	49
Percent satisfied with learning environment	87.5%	87.9%	79.6%
Percent satisfied with social and physical environment	93.8%	86.2%	77.6%
Percent satisfied with school-home relations	53.3%	95.5%	75.0%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.1%	0.0%	No
Student attendance rate	95.3%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	307	99.7	32.7	42.9	24.4	82.2	76.8	82.8	Yes	Yes
<b>Gender</b>										
Male	152	100	33.1	41.5	25.4	81	74.1	79.3	N/A	N/A
Female	155	99.4	32.3	44.4	23.3	83.5	79.6	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	60	100	21.6	49	29.4	88.2	86.7	89.5	Yes	Yes
African American	241	99.6	35.8	42.2	22	80.7	70.1	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	70.7	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	66	98.5	44.6	35.7	19.6	73.2	48.5	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	71.2	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	268	99.6	33.9	43.5	22.6	79.9	71.8	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	306	99.7	39.4	47.8	12.8	73.7	74.6	78.9	Yes	Yes
<b>Gender</b>										
Male	151	99.3	36.4	50.7	12.9	75.7	74	77	N/A	N/A
Female	155	100	42.5	44.8	12.7	71.6	75.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	60	100	35.3	51	13.7	80.4	84.6	87.2	Yes	Yes
African American	240	99.6	41	47	12	71.9	67.6	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	81	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	65	98.5	65.5	27.3	7.3	50.9	44.8	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	82.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	267	99.6	39.5	47.9	12.6	73.5	69.1	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	213	100	40.4	51.8	7.8	59.6	61.7	67.5
Gender								
Male	108	100	40.8	49.5	9.7	59.2	62	67
Female	105	100	40	54.4	5.6	60	61.4	68
Racial/Ethnic Group								
White	40	100	30.3	60.6	9.1	69.7	78.5	79.5
African American	169	100	42.9	49.4	7.7	57.1	50.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	44	100	60	25	15	40	36.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	59	59.6
Socio-Economic Status								
Subsided meals	189	100	40	51.8	8.2	60	53.4	55.1

Social Studies

All Students	209	99.5	41.3	50.8	7.9	58.7	67.2	72.3
Gender								
Male	99	100	39.1	53.3	7.6	60.9	67.1	71.5
Female	110	99.1	43.3	48.5	8.2	56.7	67.4	73.2
Racial/Ethnic Group								
White	39	100	44.1	47.1	8.8	55.9	78.8	80.7
African American	166	99.4	41.7	51	7.3	58.3	59.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.7	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	75.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	45	100	61.5	30.8	7.7	38.5	44.3	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	74.2	67.9
Socio-Economic Status								
Subsided meals	183	100	42.4	50.9	6.7	57.6	61.2	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	300	95.7	38.5	41.5	20	61.5	60	70.2	95.3	95.8
Gender										
Male	150	94	43.3	35.8	20.9	56.7	52.8	63.2	95	95.5
Female	150	97.3	33.6	47.3	19.1	66.4	67.5	77.5	95.5	96
Racial/Ethnic Group										
White	55	96.4	34.7	44.9	20.4	65.3	72.3	79.1	94	95.3
African American	237	95.4	40	40.5	19.5	60	51.3	57.6	95.5	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.9	86.2	99.4	97
Hispanic	6	I/S	I/S	I/S	I/S	I/S	60.3	62.6	94.8	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	99.9	90.8
Disability Status										
Disabled	64	79.7	77.3	20.5	2.3	22.7	19.1	26.1	94.2	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	59.6	61.2	97.8	97.2
Socio-Economic Status										
Subsidized meals	260	95	41.2	40.3	18.6	58.8	52.6	58.9	94.9	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	108	100	25.5	44.7	29.8	74.5
	4	119	99.2	39.3	37.4	23.4	60.7
	5	80	100	32.4	48.6	18.9	67.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	108	99.1	37.6	46.2	16.1	62.4
	4	118	100	40.2	51.4	8.4	59.8
	5	80	100	40.5	44.6	14.9	59.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	56	100	40.8	44.9	14.3	59.2
	4	116	100	46.2	48.1	5.7	53.8
	5	41	100	23.7	71.1	5.3	76.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	54	98.2	44.7	44.7	10.6	55.3
	4	116	100	34.9	60.4	4.7	65.1
	5	39	100	55.6	30.6	13.9	44.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	107	94.4	42	30.7	27.3	58
	4	114	94.7	48.1	37.5	14.4	51.9
	5	79	98.7	20.5	60.3	19.2	79.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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